

# Parent Handbook 2016-2017



Hanwell Fields Community School  
The best in everyone™  
Part of United Learning

*“Inspiring all to reach full potential by nurturing a love of learning and accepting no limits to what’s achievable”*



**“Excellence is not a skill. It’s an attitude”**  
**R Marston**

## *Dear Parents,*

This booklet is designed to give you reference throughout the next academic year of life at Hanwell Fields Community School. I hope you will find it useful and informative and that it will answer any questions you may have about the day to day organisation of our school and our expectations of our children.

At Hanwell Fields, every day is a learning day for all stakeholders and our aim is to provide excellence throughout your child's school career. Outstanding attendance, punctuality and behaviour create the climate in which the best learning can take place. We will always strive to make these areas perfect and know that working in partnership with you, the parent is the key. Every thing we do together should be focused on providing excellent learning opportunities for your child.

Our forms of communication come in a variety of ways but we will endeavour to keep the school's website up to date with the school's procedures and policies, including safeguarding and child protection policy. All policies are available from the school office on request.

Good communication between home and the school is vital, so if after reading this there are any questions which remain unanswered please do not hesitate to get in touch.

**Mrs Harry Paget-Wall Collins**  
**Headteacher**



# Enrich, Educate and Equip

Our **core purpose** is to provide an education that not only allows your child to academically succeed but to enrich and equip your child to be ready for tomorrow's world.

**DETERMINATION**  
develop  
determination for  
achievement and  
success

**AMBITION**  
will be built  
through shared high  
expectations

**CONFIDENCE**  
create confidence  
through care and  
celebration

**EMBRACE**  
enthusiasm

**RESPECT**  
promote and  
nurture respect for  
our community

**CREATIVITY**  
encourage  
creativity



All that we do is driven  
through our values

## *The Hanwell Pledge*

### *“Educate, Enrich and Equip”*

As a member of Hanwell Fields Community School, we pledge that by the end of your school career, you will experience the following:

- *Every pupil will go on a cultural visit for enjoyment, where possible to complement their curriculum e.g. Theatre, Museum, Gallery, Historical visit*
- *Present to an audience (internal or external)*
- *Read a book a term (including ebooks)*
- *Represent the school to visitors, in a competition or as part of a team*
- *Meet someone inspirational*
- *Go on a residential trip*
- *Visit somewhere outside of Banbury*
- *Take part in an extended project or charity work*
- *Experience the Forest School Curriculum (EYFS – Year 3)*

# The School Leadership Team

*Below is the Leadership Team for Hanwell Fields Community School:*

Mrs Harry Paget-Wall Collins	Head teacher
Caroline Bond	Deputy Head – Data and Assessment & Teaching and Learning
Emily Gulliver	Assistant Head Teacher/SENCO -Inclusion
Sara Ridgway	Assistant Head Teacher Lower School (Years 1-3)
Caroline Tomlinson	Assistant Head Teacher Upper School (Years 4-6)
Sophie Trivett	Assistant Head Teacher – EYFS
Stephanie Rowett	Assistant Head Teacher – Foundation Subjects

*As a team, we believe in an open door attitude so please do not hesitate to discuss with us any issues or concerns*

# *School Structure- differentiating and developing*

As children move up through the school, they have the opportunity to take on greater responsibility, such as training opportunities for children wishing to develop their leadership skills.

*Roles include: Learning Ambassadors, Pupil Ambassadors, Sports Leaders and Digital leaders.*

In their *learning*, as children move through the school they are supported to develop *greater independence*, encouraging them to challenge and extend themselves. Children in EYFS and Lower School have the chance to participate in *Forest Schools*. In both Years 4 and 6, children have the opportunity to go on a *residential trip*. It is our wish that all children attend and we offer support to families who need it. **PE and Sport** is delivered as single gender where possible for Upper School children, allowing a greater depth of skill and knowledge to help develop talent in our pupils.

Lastly, **Year 6** children are allowed to wear a pale blue polo shirt, a privilege in keeping with their extra responsibilities and to show their maturity.

*“It is our aim to ensure that children leave Hanwell Fields, ready for the rigour of secondary education”*

## Wake Up and Shake Up Clubs

There will be a number of **Wake Up Shake Up\*** clubs that will range from homework support, reading clubs, computer clubs and there will be the opportunity for your child to sign up to Breakfast Club. **You must escort your child to the member of staff at the classroom where the club has taken place before we take responsibility for your child.**

### *Drop Off Zone 8:30am-8:50am (Reception-Yr6)*

To ease parking issues for dropping off children, from September you will be able to drive into the layby and drop your child with staff that will be waiting to collect them (*identified by florescent jacket & Lanyard*) . You will not need to leave your vehicle and can drive straight off. The TA's (Staff) will then escort your child in small walking groups into the school building.(We ask that you express the importance of holding hands in the walking line to your child)

If you want to park and escort your child please avoid the layby zone at these time using the community parking.

**No Children should be on school site before 8.30am unless in  
Bridges or Ladybirds Care**

## Collecting your children at the end of school or after clubs\*

Please collect your child from your child's class teacher at their classroom. This allows any communication that maybe needed to happen. If you are unable to collect your child and you are sending in another adult, please make sure they are on your collection list or call the school office to inform them of the name and give a password over to the office and the person collecting.

If you are late then drop us a call, if you can and we will look after your child, please then collect from reception, unless it is more than 15 minutes then please collect from Bridges.

### Collection from After School Clubs

Please make sure you collect your child from their clubs at the canopy from 4.15pm (unless stated otherwise).

\*Please also refer to Uncollected Children Policy on website  
*Safeguarding your children is everyone's responsibility*



# Afternoon Learning Session – 1-6

We endeavour to make our curriculum innovative and exciting matching the needs of our pupils. We have embraced the new national curriculum and ensure that our children have the opportunity to develop skills as well as knowledge in each subject. Each term parents will be informed of their children's learning journey through a *curriculum brochure*, outlining key topics and skills that are being taught throughout the term.

The subjects taught in the afternoons at Hanwell Fields are: Science, Religious Education, Physical Education, Art, Design and Technology, PSHE, Geography, History, Music, Computing and French (Years 3-6). An overview of coverage in every year group for each subject is available on our website.

**Religious Education:** We follow the Hertfordshire Syllabus for Religion Education teaching as the content is progressive and clear across the school. *If you wish to withdraw your child from RE please contact your class teacher. RE is supported by our Multi-faith Chaplain, Becky Smith*

**Forest School:** Pupils in EYFS and Years 1-3 will experience Forest School. Forest School aims to encourage motivation, risk taking, team work and the love of learning outside. The children either visit our own forest school onsite or go to Cropredy Woodlands. All children are expected to attend forest school.  
**Leaders: Carol Nicholson and Vicky Tomalin (Level 3).**



## *Physical Education & Games:*

The school offers a one hour session per week for PE.  
Each child in KS1 and KS2 will also experience *swimming* for a term.

Children also have the opportunity to take part in additional sports sessions through our Enrichment programme, Sports Academy & After School Clubs .

In PE lesson, we follow a curriculum that can be found on the website. In EYFS and Lower School, pupils participate as a mix class and in Upper School, PE is also organised, at times, as single gender lessons. We believe this will allow us to provide greater depth to knowledge and skills in key areas of the curriculum.

All pupils will have equal access to the sports through a combination of after school , enrichment and Hanwell Academy.

Hanwell is proud to hold the Silver Sports Award for our commitment to sport.

*Friday Hanwell Sports Academy – 2pm – 3pm*

*Each Friday, we will be running a sports academy for pupils interested in developing further and potentially playing for the school team.*

# *After School Clubs*

## *Lead: Mr Rupert Townsend*

Each term we will be offering additional activities that can enrich your child's school experiences. At the beginning of each term we will advertise these clubs for you to sign your child up.

Some of the clubs will have additional costs, this will be due to outside providers.

As a school, we will work to keep the costs to a minimum. If you feel that your child is unable to participate in a club due to financial restraints please contact the school to see whether you would be entitled for financial support (*e.g. through pupil premium*).

*(Please see our Charging and Hiring Policy on Website)*

# Home Learning

We have an expectation that all home learning is to be completed by our pupils.

**Home learning** is used to consolidate learning from the school day, support further learning opportunities and allow parents to discover areas their children find difficult.

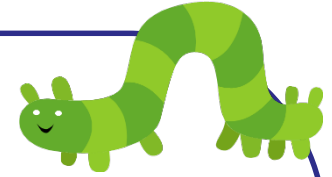
Each pupil will receive at least 2 pieces of home learning a week (*Reading & Maths/Literacy*). This will come out on a Thursday and needs to be handed in on a Wednesday. Any child that doesn't complete their homework will be supported during Thursday lunchtime by the senior team to complete and stay up to date. **Reading** is crucial for children and we have an expectation that your child will read at least 4 times a week, recording all reading in their reading records, which we would like to be signed by an adult. If your child is in Bridges they will be available to support their reading.

In addition to this your child will have *take away topic home learning* related to the topic of the term. This will be a range of learning opportunities that your child will select to accumulate points.

New this year... to start in Term 1

***Hanwell Pop Up Stationery Shop*** – you can purchase stationery materials for your children to complete homework. This is a non-profit making shop. You will be able to top up your child's accounts at the shop on a Friday. We are looking also to having a *home learning support hour* running 2pm-3pm on a Friday for pupils. More info to come....

## Home Learning for EYFS Children (Caterpillars and Butterflies)



Home Learning is equally as important for our youngest children but can often look very different to tasks set throughout the rest of the school...

Each Friday your child will bring home a short **outline of the learning** that has taken place throughout the week. Please use this to encourage discussion about school to avoid the "Nothing!" answer when asking your child "What have you learnt at school this week?" as well as providing ideas for home-learning each week!

**Listening to and Reading stories** is crucial for your child's language development and learning and we therefore expect that your child is read to/reads everyday. Your child will bring home a reading record that we would like you to sign and write about the stories you have read together.

**'Homework for Grown-ups'** has been introduced to encourage parents and carers to watch and observe their children learn through play at home. To form your child's 'EYFS Profile', we welcome evidence from all that know the child and therefore encourage parents to watch, photograph and write down what their child enjoys doing to inform learning in school.



# Parents' Consultation Meetings

There will be Parent Consultation Meetings at the end of each whole term e.g. Christmas, Easter and towards the end of the summer term. We hope that you will be able to come to all three meetings, but ask that you at least make one a year. You will have the opportunity to make appointments to see your child's teacher to discuss progress, attainment, how you can support at home and discuss any concerns.

Bookings are made via an online booking system and instructions for this are released nearer the time.

In your parent consultation meetings you will have the opportunity to review your child's **passport to learning**. The passport will have your child's progress, attendance, behaviour (positive & negative scores), termly targets and a written dialogue between home and school about how we together can support your child's learning and school experience.

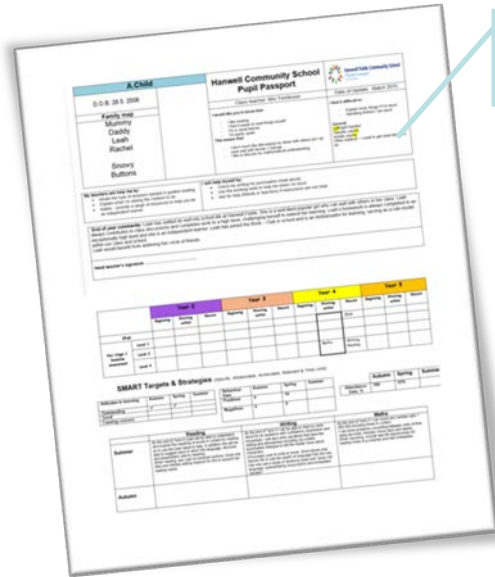
The Parent Consultation Meetings for 2016-7 will be held on the following dates:

8<sup>th</sup> & 9<sup>th</sup> December 2016

30<sup>th</sup> & 31<sup>st</sup> March 2017

19<sup>th</sup> & 20<sup>th</sup> July 2017

# We believe positive parent partnership = Positive Results Our reporting home and consultation events



Passport sent home to read before meeting

Parent/Pupil Passport Conversations

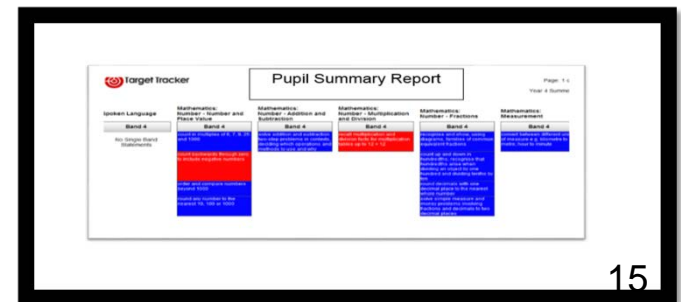


Open pathway of communication

Next Steps Reports – KPI

Detailed Steps achieved and working towards

As a school, we will send you the following paper/electronic reports to inform you of your child's learning conversations



# PSHE & SMSC Development : Years 1 and 2

The aim of personal, social and health education (PSHE) is to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives. Through a mixture of learning opportunities, including the involvement of outside professionals, our pupils will develop their understanding of personal and social issues; tackling many of the moral, social and cultural issues of today. PSHE will be delivered through cross referencing with other subjects and discrete opportunities.

We will use the Family Links programme (the same programme that is used in Foundation Stage) to aid transition and enable class teachers to set behaviour and class expectations in a familiar context. Children will also have the opportunity to take part in Philosophy4Kids programme which encourages children to develop and discuss questions about the world around them based on stimuli provided by the teachers. Our pupils will learn about **themselves as developing individuals** and as **members of their communities**, building on their own experiences and on the early learning goals for personal, social and emotional development. They will learn the basic rules and skills for **keeping themselves healthy and safe** and for behaving well.

They have opportunities to show they can **take some responsibility for themselves** and their environment. They begin to **learn about their own and other people's feelings** and become aware of the views, needs and rights of other children and older people. They begin to take an active part in the life of their school and its neighbourhood.

Elements of PSHE & SMSC also appears in other areas of learning: assemblies, special projects and other subject areas throughout the year. The development of skills in PSHE can be found for each year group on our website.



# PSHE & SMSC Development: Years 3 to 6.

During Year 3 to 6, children will follow the Philosophy4Kids (P4C) programme where teachers provide children with a stimuli (in a variety of forms, stories, statements, picture, artefacts, etc.) and from this children are asked to generate their own line of enquiry to discuss, thus ensuring the curriculum is child centred and relevant. Pupils learn about themselves as growing and changing individuals, with their own experiences and ideas and, as members of their communities. A key focus of the P4C programme is equipping children with the skills to question and challenge appropriately, an important life skill for every child to learn.

They will learn about the **wider world** and the **interdependence of communities** within it. They will consider their roles within school and beyond, developing an individual moral compass, guided by the values as set out in our curriculum. They develop their sense of **social justice and moral responsibility** and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities.

They will develop their understanding around **changes of puberty**. They learn how to make more confident and informed choices about their **health and environment**; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

**Sex Education** is delivered in different areas of the school curriculum, in particular the science curriculum. The approach will be structured accordingly to age and the development of the children. We will use outside agencies and external professionals to support this key area of development. You will be notified through the curriculum newsletter when this takes place. If you wish to withdraw your child then please notify your class teacher, however you **cannot withdraw** your child from the science elements (policy on website).

# *Computing at Hanwell Fields*

Over the past years, Hanwell Fields has made significant investment both in resources and staff and pupil development in Computing. Our vision for Computing is for it to become integrated within every day teaching to enhance the quality of both input and the children's outcomes. As technology is such a fast moving industry, the school has a culture of collaborative learning between teachers and pupils and we take great pride in learning from each others skills.

In school we are well resourced to support the children in their Computing curriculum; each class has a set of 8 iPads, desktop computers and access to shared laptops – this provision aims to ensure that children are both Microsoft and Apple Mac savvy by the time they leave Hanwell Fields. We also have a variety of specialist equipment to enable learning to come alive and ensure that children are able to develop and apply skills on a variety of devices such as data-loggers and Bee-bots.

Every year, children are taught new skills in the Computing curriculum that build on their knowledge from previous years. These skills are sorted into three strands; Computer Science and Programming, Using and Applying Technology, and Technological Understanding and e-Safety. As a part of United Learning, we are lucky enough to work alongside Technology Partners to receive expert and up-to-date training in all areas of the Computing curriculum and this helps us to ensure that our provision is innovative and exciting.

## **e-Safety:**

Throughout your child's educational journey at Hanwell Fields, they take part in regular sessions to teach them about staying safe on the internet. This is taught by teachers in school and outside agencies support us in our delivery of this. In addition to this, the school also offers parent workshops to help ensure that Parents feel well supported in helping their children stay safe online.

Further details of our Computing curriculum and skills progression can be found on our website.

# Hanwell Uniform\*

Uniform is really important for our pupils to have a sense of identity and belonging to a community. It enhances the appearance of pupils and therefore the reputation of the school. It also helps to instil in students a sense of purpose when they put on their uniform in the morning.

All uniform can now be purchased through Sew Sublime in Banbury, at **your convenience** by visiting the shop or ordering on line at: [www.sewsublime.co.uk](http://www.sewsublime.co.uk). The only expectation for logo uniform is that your child wears a Hanwell Fields sweatshirt, cardigan or fleece top. There are no objections for the rest of the uniform to be purchased without a logo. *Year 6 wear a different shirt colour-Light blue*

**Footwear:** All children should wear **black shoes or boots** during the school day; these can be trainer form but must be **plain black**. No coloured trainers/shoes to be worn during the school day, including large coloured logo's.

**PE uniform:** **Plain white t-shirt** and **plain blue or black shorts** no logo t-shirts.

A sweatshirt and tracksuit bottoms may be worn in colder weather in the games lessons as these will be outside unless unreasonable weather.

No jewellery and long hair to be tied back.

*If your child forgets their PE Kit we will endeavour to supply them with spare clean kit.*

Please make sure **all uniform is labelled** with your child's name and class.

Any items found will be placed in lost property. The school cannot take responsibility for lost items.



\*please see policy on website for more details

# School Council

The views of our pupils is important for us on our journey to excellence. The vehicle for this is our school council. Members from each year group come together to meet and discuss a variety of issues, such as school improvement.

They then spend time with their classes disseminating the messages and next steps. The school council are nominated by their peers and will also act as ambassadors for the school at different events.



## House Points

When your child joins Hanwell Fields they will be placed in a house. These houses are identified by colour and each week pupils work hard to gain house points, by demonstrating our values, that are then added up for weekly results.

## *Creating a Positive Learning Climate*

It is vital that school behaviour is respectful to learning. At Hanwell Fields we have a set of **classroom expectations (rules)**; that can be found in every classroom and from every adult.

At Hanwell Fields, we endeavour to **celebrate learning** and achievement through our **rewards system**. The next two pages explain both the rules and the rewards.

Please can you read through the rewards so your child has every opportunity to celebrate success each day in the school. Policy can be found on the school website. Behaviours for learning can be developed and we encourage responsibility in our pupils.



Over page is a continuum to support your child develop outstanding learning behaviours. Your child's teacher will use this to help your child's raise their awareness of the behaviours they display.

**Behaviours for Learning Continuum – where do you sit?**

<b>Reluctant learner</b>	<b>Passive Learner</b>	<b>Focused Learner</b>	<b>Outstanding</b>
<p>Avoids work, needs reminders to be brought back to task.            Makes poor choices.            Does not always follow instructions.            Can have negative impact on others.            Displays a lack of effort and motivation to learning.            Poor pride in work and presentation.            Lacks home learning and has work missing in books.            Reluctant to engage with others in class and feedback.            Limited responses to support offered.            Avoids challenges.</p>	<p>Does what is asked to minimal standard.            Follows instructions and does what is told.            Does not have a negative impact on others.            Does what is expected but no more.            Shows insufficient effort to achieve full potential.            Home learning completed to minimal standard.            Doesn't always act on feedback or advice.            Doesn't always persevere with challenges.            Takes a passive role in group work.</p>	<p>Hard working and fully engaged.            Has positive impact on others and makes a positive contribution to the lesson.            Notable effort put into work.            High quality presentation enhances all work.            Home learning tasks completed fully.            Responds positively to advice to improve work.            Responds positively to challenges and shows resilience.            Contributes positively to group work.</p>	<p>Frequently engages in independent learning.            Has a sustained positive impact on the learning of others.            Shows leadership in lessons.            Consistently displays curiosity and a love of learning.            High quality presentations enhances all work.            Proactively responds to feedback and regularly engages in independent learning.            Relishes challenge and is resilient.            Takes a proactive leading of learning in other in group work.</p>

**Fixed Mindset**

**Growth Mindset**

# Hanwell Fields Community School

## Rules for behaviours

**I will demonstrate good learning skills by:**

**Following instructions first time**

**Listening carefully when an adult is talking**

**Listening carefully when other pupils are talking about their work**

**Allowing others to get on with their work**

**Showing respect by using kind words and actions**

**Trying hard to do the best in everything I do**

REWARD	TO REINFORCE
'ASK ME ABOUT' Stickers	Positive work, effort or a good behaviour
LEARNING POWERS CERTIFICATES	If a pupil has shown a skill in one of the learning values during the week
TRAFFIC LIGHT CHART	Positive work, effort or a good behaviour
POSTCARD HOME	Consistently positive work, effort or a good behaviour & have got to gold at the end of the day
HOUSE POINTS	For continued positive work, effort or good behaviours throughout the day
PHASE LUCKY DIP	Children have got to gold 5 times
HEADTEACHERS AWARD	For the greatest achievement or improvement within the class during that term
GOVERNORS AWARD	For the greatest achievement or improvement within the class over the whole year
100% ATTENDANCE	100% attendance during the year given out in house colour
AMBASSADORS OF LEARNING	On-going, constant role modelling of the learning powers behaviours within the classroom over time-termly
CLASS ATTENDANCE AWARD	The class who has the highest % of attendance weekly
HOUSE CAPTAINS	Pupils who have been good role models to their peers during KS2





# Hanwell Fields Enrichment Programme – Lead Mrs Vicky Tomalin

Part of the Hanwell Pledge

Every Thursday afternoon at 2pm children in Key Stage 1 & 2 will experience an enrichment programme. The vision behind enrichment is about giving our pupils opportunities to learn new skills and experience different activities, to help develop their interests and aspirations; alongside meeting different pupils and develop new ways to learn.

## *The Programme:*

- Your child will over the academic year experience **3 different enrichments from 3 categories: Creative, Physical and Citizenship**. Year groups will be placed within the categories and your child will need to make 1<sup>st</sup> choice, 2<sup>nd</sup> choice and 3<sup>rd</sup> choice.
- We will endeavour to try and get your child's 1<sup>st</sup> choice but spaces are limited in the different workshops to provide a positive enriched experience.
- Pupils will keep a passport to carry with them through the school, to reflect on learning that has taken place.
- At the end of term you will receive the enrichment offer for the next term. Please spend time at home with your child discussing the options, so that the choice is the right one to develop new opportunities and skills.

*We are always trying to develop the programme so if you have an interesting skill or hobby that you think would benefit the pupils of Hanwell Fields and have a spare couple of hours on a Thursday we welcome volunteers. Please contact the School Office if you have any further ideas.*

*Hanwell Fields is committed to safeguarding our children so all volunteers are subject to enhanced checks*

# School Lunches

(menu found on website and newsletter)



We provide our own kitchen facilities and school lunches. We take pride in our menus which are all compliant with the expectations from the new School Food Standards. These are available in the newsletter and on our website.

**Healthy Eating** is key to your child's development and concentration at school. Studies have shown that children not only have improved attitudes to learning but develop key social skills whilst eating together. Children in Reception and Key stage 1 receive Universal Free School Meals\* (up to Yr2), so they will not need to pay for their lunches.

If you provide **pack lunches** for your child we expect parents to also meet the food standards and provide healthy choices. We request that crisps and chocolate is not present in pack lunches and that children have sugar free drinks.

To pay for school lunches this is done through the school office. **If your child has allergies it is your responsibility to inform the kitchen at the school.** We will provide milk as a choice for all pupils at lunch time.

**School Food Standards** are broken down into these areas and can be found on the internet:

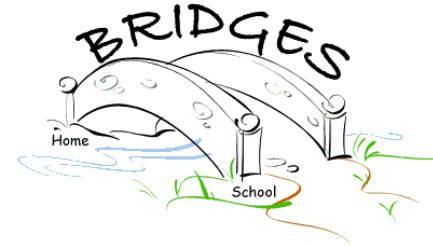
*\*(It is still important that if you do receive universal free school meals that still apply for the funding as additional money comes into the school to support our pupils)*

Fruit & Veg
Milk & Dairy
Starchy Foods
Meat, Fish, Eggs & Beans
High fat, sugar and Salt
Healthy Drinks

**Catering Manager: Mr Izzy Liverpool**

# *Bridges Child Care*

## *Manager Steve Nutt*



At Hanwell Fields, we can provide wrap around care for your child (6 year olds+). Bridges aims to be a “*home from home*” environment providing excellent care and a nurturing environment to meet the needs of our working parents!

Bridges Breakfast Club is available from 7:30am – 8:30am

After School Care is from 3:15pm – 6:00pm

Bridges also extends as a holiday scheme during school closures. Information will be available by way of Holiday Care Forms which are usually issued between 3 to 4 weeks prior to the school holiday time.

More information can be found from the front office or from the school website

# Ladybirds Pre-Nursery



*We are part of a large Early Years Foundation Stage Unit within Hanwell Fields Community School.*

*Ladybirds is open all year, offering wrap around care for children up to 5 years of age.*

*Children in the setting access a vast variety of attractive, stimulating and educational experiences. More importantly, they receive the care, support and teaching from a wide host of Early Years Professionals. As a team, we aim to bring a variety of knowledge, experience and expertise to the setting- supporting and nurturing children in their early education.*

*For more information and pricing please call the school, speak with Annie Richards or*

**e-mail [ladybirds@hanwellfields.org](mailto:ladybirds@hanwellfields.org)**

*Alternatively all information is on the school site.*

# Attendance

The attendance and punctuality policy is on the website for parents to view. In the policy it divides attendance into a range of categories. There is a direct link between attendance and how well a pupil does in school. We want all our students to aim for 100% attendance and **achieve at least 96.5%**. We want to celebrate attendance and you will have seen in the rewards table the class attendance award, a trophy, and pupil attendance awards.

Every double term you will receive information about the stage your child is at. Holidays are not permitted in term time- please see next page and policy

Hanwell Fields Pupils' attendance will be monitored under the following headings:

Stage	% Required
<b>GOLD</b>	<i>100% Perfect !</i>
<b>SILVER</b>	<i>Above 97%</i>
<b>GREEN</b>	<i>Above 95%</i>
<b>AMBER</b>	<i>Take Care 95%- 90%</i>
<b>RED</b>	<i>Concern and action 90% below</i>

*Attendance Rewards are offered each term for 100% and can be accumulated to the top Award each third term.*

Attendance Lead – Ms Fiona Pringle

# *Time Away during School Time:-*

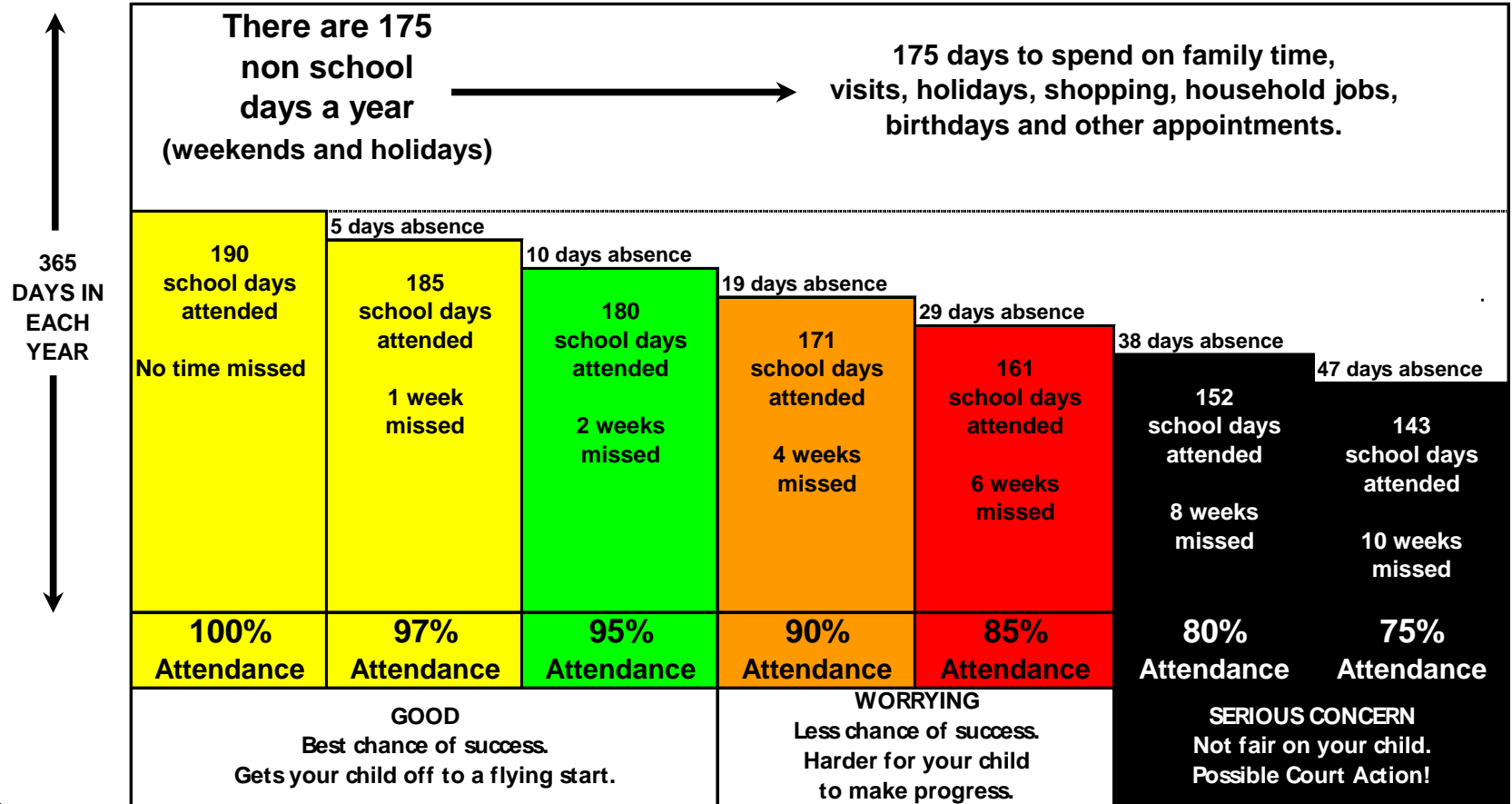
## *A brief summary of Policy*

*(full explanation can be found in the policy on website or paper request from the office)*

- **Parents are requested not to book holidays during term time.**
- You should only request time off in term time when there are **extremely exceptional circumstances**. We expect parents to take holidays during normal school holidays.
- You need to collect a **Holiday Request Form** from the school office, this needs to be returned for the attention of the Head teacher.
- Requests for absence for holidays during term time will only be considered if there are exceptional circumstances. Parents will be expected to **explain these circumstances** on the absence request form and support any application with documentation such as letters from employers or doctors notes. Issues such as parents' employment conditions related to non-negotiable holiday dates, the time of year and level of previous attendance may be taken into consideration.
- If the school refuses a request, but the child is still taken on holiday, the absence will be recorded as **unauthorised** and parents will receive a letter confirming this and warning that the parents may be liable for a Penalty Notice. If a second unauthorised absence is taken within 12 months, the matter can be referred to the Attendance and Engagement Service and may result in a **Penalty Notice** being issued without further warning.

# Attendance Matters-

*please see table to explain days missed to attendance*



# The Inclusion Team

At Hanwell Fields, we take a highly structured and responsive approach to each pupil's learning in order to enable all pupils to progress, achieve and participate. The team work together to ensure that every pupil at our school is able to make the most of the education we offer so they can achieve their full potential.

Our Inclusion team will assess the needs of identified pupils and offer tailored support programmes which may include, amongst others: being taught in a small group; the support of a TA in lessons; access to reading or number programmes or a place on a specialised intervention programme.

You will find our SEND offer & statement on the website, including audio transcript.

## Key Names:

SENCo/ Inclusion Lead  
Assistant SENCo  
Parent & Safeguarding Co-ordinator  
Behaviour and Attendance Officer

Emily Gulliver  
Corrine Sherrington  
Rachel Tumilty  
Fiona Pringle

*"To achieve equally, we treat differently"*



# And finally....

I hope you find the information in this handbook helpful. If you have any further queries please contact the school office and see the website for all policies.

Please don't forget that every Friday the newsletter will be the main source of communication on events happening in the school. The newsletter will be sent electronically. You can sign up through the website for these to be emailed directly to you via mail chimp.

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